

**William R. Buckley Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	William R. Buckley Elementary School
<b>Street</b>	2573 W. Westfield Ave
<b>City, State, Zip</b>	Porterville, CA 93257
<b>Phone Number</b>	(559) 788-6412
<b>Principal</b>	Matthew Baxter
<b>E-mail Address</b>	<a href="mailto:matt.baxter@burtonschools.org">matt.baxter@burtonschools.org</a>
<b>Web Site</b>	<a href="http://www.burtonschools.org">www.burtonschools.org</a>
<b>CDS Code</b>	54-71837-6114078

<b>District Contact Information</b>	
<b>District Name</b>	Burton Elementary School District
<b>Phone Number</b>	(559) 781-8020
<b>Superintendent</b>	Sharon Kamberg
<b>E-mail Address</b>	<a href="mailto:skamberg@burtonschools.org">skamberg@burtonschools.org</a>
<b>Web Site</b>	<a href="http://www.burtonschools.org">www.burtonschools.org</a>

## School Description and Mission Statement (Most Recent Year)

### William R. Buckley Mission

The entire staff at William R. Buckley School is committed to providing the best possible education to our students. We believe that all students can succeed regardless of their race, background, or ability. To that end, we strive to provide a safe and nurturing atmosphere that encourages our students to try their best daily, without fear of failure.

We are committed to offering an academic program that challenges each of our students to reach his or her highest potential. We strive to create students who are eager to learn and confident in mastering their grade-level essential standards.

Our school mascot is the "Buckley Bengal", and our school colors are Forest Green and Black. Students have the opportunity to show their school spirit by wearing their Bengal shirts every Friday.

### William R. Buckley Student Motto:

Be a person of good character  
Empathize with others  
Negotiate fairly  
Grow in responsibility  
Always show respect and  
Loyalty to your family, friends, and school  
Serve your community

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	99
Grade 1	100
Grade 2	119
Grade 3	119
Grade 4	86
<b>Total Enrollment</b>	<b>523</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	3.4
Filipino	4.8
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	0.0
White	35.9
Two or More Races	0.0
Socioeconomically Disadvantaged	70.4
English Learners	24.9
Students with Disabilities	6.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	24	20	23	178
Without Full Credential	0		3	16
Teaching Outside Subject Area of Competence (with full credential)	0		0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption—Good Quality	Yes	0%
Mathematics	Current Adoption—Good Quality	Yes	0%
Science	Current Adoption—Good Quality	Yes	0%
History-Social Science	Current Adoption—Good Quality	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

WRB – Deferred Maintenance 2008

1. Plumbing – Copper pipe in Administration Building - \$30,000.00 (Problem)
2. Electrical - \$20,000
3. Intercom/Bells and fire alarm - \$50,000.00
4. 201 – VCT
5. 202 – VCT
6. 203 – VCT
7. 204 – VCT
8. 205 – VCT
9. 205 – VCT
10. 206 – VCT
11. 207 – VCT
12. 507– Carpet.
13. 508 –Carpet.
14. 509– Carpet.
15. 510 –Carpet.
16. Exterior painting of doors, window frames and iron fence/gates.
17. Asphalt – Slurry seal all asphalt 2010/2011
18. Concrete repair throughout the site due to tree root damage.
19. HVAC Unit replacement as needed.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Interior:</b> Interior Surfaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Electrical:</b> Electrical	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Safety:</b> Fire Safety, Hazardous Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Structural:</b> Structural Damage, Roofs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	new shade structure

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>				56	51	47	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	47
<b>All Student at the School</b>	
<b>Male</b>	
<b>Female</b>	
<b>Black or African American</b>	
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	
<b>English Learners</b>	
<b>Students with Disabilities</b>	
<b>Students Receiving Migrant Education Services</b>	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	63	61	58	50	50	45	54	56	55
Mathematics	77	70	71	51	46	46	49	50	50
History-Social Science				41	39	40	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	7
Similar Schools	6	6	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	3	-12	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-28	-16	34
Native Hawaiian/Pacific Islander			
White	33	-12	-18
Two or More Races			
Socioeconomically Disadvantaged	-2	-15	14
English Learners	-50	7	-8
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

The role played by parents in preparing children for school is essential. Parents play a crucial role in their children's education. Children learn better if, in addition to being provided a good instructional program, they receive the ongoing support of parents.

At William R. Buckley, we invite and encourage parents to actively participate in a variety of school programs, such as PTA. When parents participate in school, all students benefit. PTA provides fundraising opportunities and a variety of student activities throughout the school year.

School Site Council is another way for parents to volunteer in a more formal setting. The School Site Council is a committee made up of school personnel and parents. The focus of the council is to provide a forum for parents and school personnel to come together to identify common goals for the school's compensatory education programs and establish a plan to achieve these goals that will be recommended to the School District Board of Education. School Site Council Members are elected at the beginning of each school year.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	0.0	1.6	1.6	0.3	4.8	4.7	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### School Safety Plan (Most Recent Year)

Buckley Elementary strives to provide and maintain a safe, clean, and orderly environment that is conducive to learning. Staff members provide student supervision before school (7:45 a.m. – 8:10 a.m.) as well as during morning and lunch recesses. The School Site Council has adopted a School Safety Plan with attention to school climate and environment. The plan lists strategies, resources, timelines, and evaluation for each area. Included in this plan is a Safe Route to School for all students. The plan was written with staff and parent input and approved by the School Site Council and school board. This plan is updated yearly or as needed with the assistance from the Transportation Department to insure safe walking access to and from school. Crossing guards are in place at the corner of Westwood St. and Henderson Ave., at Westwood St. and Westfield Ave., and in front of the school to cross students safely before and after school.

Additionally, both the district staff and teachers have reviewed and implemented a Crisis Response Plan for Emergency Preparedness, which includes plans for dealing with fire, flood, fallen aircraft, earthquake, chemical accident, windstorm, bomb threat, civil defense, and imminent danger. The staff receives training and practice with safety plans through staff development. The plans are living documents and are refined and adapted as needed to provide safety for all on the campus. A copy of the Crisis Response Plan is available for viewing in the school office.

Buckley Elementary staff participates in district safety planning meetings and parents, staff and administration participate in district meetings with guest speakers from local agencies who provide input and information to help create and maintain site safety plans.

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
<b>Made AYP Overall</b>		
<b>Met Participation Rate: English-Language Arts</b>		
<b>Met Participation Rate: Mathematics</b>		
<b>Met Percent Proficient: English-Language Arts</b>		
<b>Met Percent Proficient: Mathematics</b>		

**Federal Intervention Program (School Year 2014-15)**

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2005-2006
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	83.3

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	0	5	0	25		4		20	1	4	
1	19.7	6	0	0	23		5		25		4	
2	24.8	0	4	0	26		4		20	1	5	
3	31.8	0	4	0	30		3		24	1	4	
4	32	0	3	0	29		4		29		3	
Other	0	2	0	0								

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	0
Counselor (Social/Behavioral or Career Development)	0.5	---
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (Paraprofessional)	0.5	---
Psychologist	0.17	---
Social Worker	N/A	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	0.14	---
Resource Specialist	1	---
Other	N/A	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,141	\$879	\$4,262	\$64,864
District	---	---	\$5,999	\$62,358
Percent Difference: School Site and District	---	---	-29.0	4.0
State	---	---	\$4,690	\$67,289
Percent Difference: School Site and State	---	---	-9.1	-3.6

Note: Cells with "----" do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

At William R. Buckley Elementary School, expenses for all educational services include teachers, instructional aides, books, supplies, equipment, nursing and counseling services, and administration. While the majority of William R. Buckley Elementary budget is made up of "general" funds, we also receive "categorical" funds, to be used for supplementing the general education program. Such programs include School Improvement Program (SIP), English Language Learners (ELL), State Compensatory Education (SCE), Title 1, Title VI, and Migrant Education.

A number of additional services are provided for students in the Burton School District. Bus transportation is provided for students who live outside the safe route to school walking distance. Our district Special Education program provides supplemental instructional services for both identified and informal students. Our school breakfast and lunch program is provided district wide.

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,588	\$41,535
Mid-Range Teacher Salary	\$62,108	\$64,101
Highest Teacher Salary	\$83,686	\$82,044
Average Principal Salary (Elementary)	\$105,212	\$104,336
Average Principal Salary (Middle)	\$121,188	\$107,911
Average Principal Salary (High)	\$120,310	\$102,488
Superintendent Salary	\$138,00	\$155,309
Percent of Budget for Teacher Salaries	39	41
Percent of Budget for Administrative Salaries	8	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development

Two of the most powerful methods for improving school performance are analyzing student performance and identifying best practices. These activities require staff members to examine their practice carefully in relation to the progress that their students make toward the standards. Our professional development program includes regular opportunities for our staff to meet and engage in professional dialogue about student work, what proficiency with the standards looks like, and how to improve their teaching.

Through professional development, which includes balanced literacy and math methods, the staff has become more familiar in the new Common Core Curriculum. The staff develops and implements Language Arts and Math benchmark goals and assessments as well as incorporate the content and English Language Learner (ELL) standards into daily lesson plans. The recent ELL standards as well as Differentiated Benchmarks for identified ELL students are in the process of being coordinated and aligned with all content standards to reach the school's diverse population.

The staff annually refines the writing rubric and math benchmarks that are developed to most closely align the district's assessments with the content standards. Special Education instructors are part of this process and Individual Education Plans (IEPs) are written to match these standards.

All teachers attend district writing and literacy professional development that incorporate content standards training and effective teaching strategies during the first two years working in our district. A variety of staff development opportunities are available for all teachers in our District.

Literacy Coaches and other resource staff provide professional development to individual teachers and/or grade levels. All new teachers to our district are scheduled for this training. Training occurs during school hours, during district early dismissal days, after-school, and during new teacher focus group meetings.

Students are released at 1:00 p.m. each Wednesday so teachers are able to meet with district specialists and coordinators to receive staff development and review strategies and goals to improve student learning and scores. Teachers meet in grade levels to analyze student data, review instructional strategies and assessments, and plan for the focus of instruction for the essential standards. Strategies for remediation and enrichment are also identified in order to improve student achievement.

Through the on-going analysis of data from district assessments, and the CELDT, our staff is continually analyzing and planning their next teaching steps to meet the needs of every student at Buckley Elementary. This assessment process permits us to establish and communicate the goals that the school, teachers and students are expected to achieve; determine targets for teaching and learning; and shape the performance of staff and students.

Dis-aggregated data is used to evaluate the performance of specific groups of students. This process permits the staff to compare the performance of all groups of students. Analysis of this data assists our staff to identify patterns of underachievement so they can make appropriate changes in curriculum and instructional strategies.

On-going staff development activities are an essential part of Buckley Elementary efforts to maintain and improve our quality educational program. All Buckley teachers participate in advanced training designed to promote specific teaching skills and/or to provide information related to school priorities and objectives. In service training is being provided by outside consultants, county and district specialists, resource teachers, and mentor teachers.

Curriculum improvement is coordinated by the Curriculum Council, which is made up of representatives from each campus, including classroom teachers, resource teachers, mentor teachers, curriculum and program coordinators, and administrators. Staff development priorities are established based on surveys and other input from staff, administrative identification of needs, staff analysis of student achievement data, and consideration of adopted curriculum standards.

Professional Development is an important on-going process utilized by staff to develop stronger strategies and teaching practices.